



## Pupil premium grant expenditure: Worsbrough Common Primary School

### Report to Parents: Expenditure 2020 to 2023

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#### Overview of the school

As outlined in the pupil premium policy the spending of funding in relation to pupil premium firstly looks to ensure pupils are receiving good or better quality teaching. Additional provision can be provided to support pupils eligible for pupil premium to ensure their progress and attainment is in line with their peers. This may also be delivered in the form of pastoral support to ensure they are in a position where they are able to learn.

Pupil premium is spent according to need and does not mean that each pupil receives direct funding.

The Pupil Premium Governor for Worsbrough Common Primary School is Paul Robson

	Number of pupils and pupil premium grant (PPG) projected – 2022/2023	Number of pupils and pupil premium grant (PPG) received – 2021/2022	Number of pupils and pupil premium grant (PPG) received – 2020/2021	Number of pupils and pupil premium grant (PPG) received – 2019/2020	Number of pupils and pupil premium grant (PPG) received – 2018/2019
Total number of pupils on roll	399	416	434	426	393
Total number of pupils eligible for PPG			159	155	146
<b>Total amount of PPG received</b>			240,680	235,400	258,520

## School Context

Worsbrough Common Primary School is a larger-than-average-sized primary school. In 2013 the school was extended and, at this time, there are 2 bulge year groups with a capacity of 90. There are currently 468 pupils on roll, with the admission limit of 60 pupils per year group. There are 2 FS2 classes, 4 KS1 classes, 5 lower KS2 classes and 5 upper KS2 classes. There is a 52 place nursery for children from the age of three, running 2 sessions each day offering 15 hour NEF funding and 30 hours which can be shared across the nursery and the onsite private day care setting.

In a locality that has significantly greater than average deprivation, on entry data is below national expectations. Over the last 3 years outcomes have been below national expectations but over the last 12 months there has been a shift and there is now a real determination for outcomes to improve by increasing the quality of teaching, CPD and rigour of monitoring.

Local statistics indicate that our community has high levels of deprivation, low aspirations and a growing number of drink and drug addiction and domestic violence. This is evident in the increasing amount of support being given to families and children as we have introduced Thrive strategies, along with strong links to local family centres and central services. A heavily subsidised breakfast club, family events throughout the year and getting involved with the locality has brought our school into the heart of the community. With 38% of children accessing PP funding, the proportion of disadvantaged pupils is almost double the national average. Raising outcomes for disadvantaged pupils is a key focus throughout the SIP along with developing quality first teaching for all pupils.

One of the school's identified barriers and challenges for our children is poor speaking, listening and communication skills on entry to EYFS. Children's on entry levels to FS1 and FS2 are below national averages. This significantly impacts on attainment in other areas of the curriculum and so we use this as a driver for our early year's curriculum. To ensure accuracy of on entry data we organise moderation networks across the trust as well as with the attached private day care provision where staff observe practice and moderate judgements to ensure accuracy.

Our attendance is currently broadly in line with National at 95.7% however previously it has been below national. Analysis of school attendance data shows that weekly and termly initiatives are impacting on improving attendance of all pupils but particularly pupil premium pupils whose attendance is now better than non-disadvantaged pupils. The previous year's attendance is analysed to identify trends and focus initiatives in focus weeks. We prioritise supporting pupils and their parents, driving attendance to National, fostering punctuality and transforming negative feelings from pupils into positive ones that enable them to benefit much more from our learning culture.

Worsbrough Common Primary School recognises that all pupils, regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve, compared to their peers.

## Barriers to future attainment (for pupils eligible for PP, including high ability)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		<b>Person/Team Responsible</b>
<b>A.</b>	Poor speaking, listening and communication skills on entry to EYFS	EYFS Leader & SLT
<b>B.</b>	A large percentage of disadvantaged children, attending school, attitudes to education are poor and the households in which they live have poor aspirations and employment rates are low.	SLT
<b>C.</b>	Historically disadvantaged pupils do not achieve as well as non-disadvantaged pupils	SLT
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		<b>Person/Team Responsible</b>
<b>D.</b>	Disadvantaged children's attendance rates are traditionally not as high as their non-disadvantaged peers	SLT
<b>E.</b>	Many families face generational unemployment.	SLT

<b>Previous performance of disadvantaged pupils in EYFS</b>									
Total Pupils	2018/19			2019/20			2020/2021		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>
<b>% of pupils achieving GLD</b>	53%	67%	-14%	18%	55%	-37%			

Previous performance of disadvantaged pupils in Phonics									
Total Pupils				Number of Pupils eligible for PPG					
Phonics	2018/19			2019/20			2020/2021		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>
% of achieving Phonics pass Y1	80%	68%	+12%						
% of achieving Phonics pass Y2	84%	85%	+1%						

Previous performance of disadvantaged pupils in KS1 SATs									
Total Pupils				Number of Pupils eligible for PPG					
KS1 SATS	2018/19			2019/20			2020/2021		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>
% at National Standard in Reading	59%	77%	-18%	59%	66%	-7%			
% at National Standard in Writing	53%	58%	-5%	59%	59%	=			

% at National Standard in Maths	71%	74%	-3%	70%	70%	=			
% at National Standard in WRM Combined	53%	58%	-5%	59%	58%	+1%			

**Previous performance of disadvantaged pupils in KS2 SATs**

Total Pupils	Number of Pupils eligible for PPG								
	2018/19			2019/20			2020/2021		
KS2 SATS	Disadvantaged	National	Gap	Disadvantaged	In school non PP	Gap	Disadvantaged	National	Gap
% at National Standard in Reading	42%	73%	-31%	52%	92%	-40%			
% at National Standard in Writing	66%	78%	-12%	56%	100%	-44%			
% at National Standard in Maths	68%	79%	-11%	56%	100%	-44%			
% at National Standard in GPS	42%	78%	-36%	56%	100%	-44%			
% at National Standard in WRM Combined	42%	54%	-12%	48%	92%	-44%			

**Planned PPG spending by item/project 2020-2023**

Barrier/Problem	Intervention Description & Actions Include evidence-based research	Intended Outcomes	Annual Monitoring	Cost		
				2020/2021	2021/2022	2022/2023
<b>Teaching</b>						
<p>Identification that PP children entering FS are not attaining as well as their peers.</p> <p><b>Barrier A</b></p>	<p>Additional LSA in EYFS to allow a greater level of support for those children and ensuring that GLD is in line with their peers.</p> <p>Year 1- CPD around high quality interactions to support child initiated play. Use of OLP to support and extend learning opportunities.</p> <p>Year 2- CPD around wave 3 interventions to boost progress specifically around CLL</p> <p>Research identifies that positive outcomes for pupils through targeted intervention from EYP support.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>	<p><b>Year 1</b> Percentage of PP children achieving expected in prime areas is increased and gap to non PP is narrowing with a specific focus on Language and Communication.</p> <p><b>Year 2</b> Percentage of children achieving GLD is increased and gap to non PP is narrowing.</p> <p><b>Year 3</b> Percentage of PP children achieving GLD is increased</p>	<p>Termly data analysis discussed in PP meetings. Interventions put in place and impact measured.</p>	<p>Cost</p> <p>8%</p> <p>£17,766</p>	<p>Cost</p> <p>%</p>	<p>Cost</p> <p>%</p>

		inline with national data.				
2. Identification that attainment in phonics is below national. <b>Barrier A &amp; B</b>	<p>Focused CPD for consistent high quality phonics teaching across EYFS and KS1. Identification of strategies and interventions to close gaps in phonics from end of Y1, Y2 and into Y3 to ensure children continue to make good progress towards reading and reading comprehension.</p> <p>Year 1- support from English hub to implement a consistent approach to phonics. CPD on school's approach to teachers and tas.</p> <p>Year 2- CPD for new staff, resources to support approach. Time for monitoring. Review impact.</p> <p>Year 3- CPD for new staff. Implement next steps.</p> <p>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>	<p><b>Year 1</b></p> <p>With support from the English Hub to ensure phonics teaching is at least good consistently across EYFS and KS1.</p> <p><b>Year 2</b></p> <p>Percentage of PP children achieving phonics screening check in Y2 is increased and inline with national.</p> <p><b>Year 3</b></p> <p>Percentage of PP children achieving phonics screening check in Y2 remains</p>	<p>Termly phonics assessments and PP meetings.</p> <p>Review from English hub to look at impact of support</p>	<p>Cost</p> <p>3%</p> <p>£5,187</p>	<p>Cost</p> <p>%</p>	<p>Cost</p> <p>%</p>

		inline with national.				
<p>3. Identification that attainment in reading at KS1 and KS2 is below national.</p> <p>(2018/19)</p> <p>KS1- -18%</p> <p>KS2- -31%</p> <p><b>Barrier B</b></p>	<p>High quality CPD on LIRA reading approach to be delivered and embedded into practice consistently across the School. CPD on reading a consistent feature of CPD planning throughout the year.</p> <p>Year 1- implement new approach to reading to ensure consistency. Implementation of structure and CPD around principles and practice. Monitoring of impact.</p> <p>Year 2- CPD around active and collaborative approaches to ensure approach reflects whole school approach to teaching and learning and metacognition research.</p> <p>Year 3- CPD for new staff. Implementation of next steps from previous monitoring.</p> <p>EFF research suggests that effective reading comprehension approaches improve learning by an additional 5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p>All disadvantaged pupils make at least expected progress from their starting points.</p>	<p>Monitoring of quality of teaching and learning to ensure consistent high standards.</p> <p>Termly data analysis to look at impact and increase at ARE/GD.</p>	<p>Cost</p> <p>4%</p> <p>£11,400</p>	<p>Cost</p> <p>%</p>	<p>Cost</p> <p>%</p>
<p>4 Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school in reading and writing.</p> <p><b>Barrier B</b></p>	<p>Additional teacher will be used to support and model high quality first wave 1 teaching across school to ensure teaching is at least good. There will be a clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain as well as their peers- particularly in reading &amp; writing.</p> <p>Year 1- Development and implementation of whole school approach and systems and processes to ensure consistency. Support for RQT's to develop practise.</p> <p>Year 2- 1:1 planning support for staff. Team teaching to support understanding of use of ALC to support high quality T&amp;L. Development, support and CPD around high quality marking and feedback.</p> <p>Year 3- Recap CPD. 1:1 planning support for staff. Team teaching to support understanding of use of ALC to support high quality T&amp;L. Development, support and CPD around high quality marking and feedback. Particular focus of HA PP groups</p>	<p><b>Year 1</b></p> <p>All teaching to be good or better. Vast majority of pupils makes expected progress of better</p> <p><b>Year 2</b></p> <p>All teaching to be good or better. Gap</p>	<p>Monitoring of quality of teaching and learning to ensure consistent high standards.</p> <p>Termly data analysis to look at impact and increase at ARE/GD.</p>	<p>Cost</p> <p>25%</p> <p>£59,817</p>	<p>Cost</p> <p>%</p>	<p>Cost</p> <p>%</p>



	<p>Evidence suggests that when new approaches are introduced, high quality training and professional development is likely to increase impact. To support the development of decoding, children are likely to benefit from activities focusing on alphabet knowledge and phonological awareness.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a></p>	<p>between PP and non PP is narrowing.</p> <p><b>Year 3</b></p> <p>Percentage of PP children achieving national expectations at statutory points of assessment are inline with national.</p>				
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**Targeted Academic Support**

<p>1 Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school in reading and writing. To be able to deliver targeted intervention and support.</p>	<p>Additional TA support in KS2 to improve outcomes in reading and writing through modelled and supportive practice.</p> <p>EFF research suggests that effective reading comprehension approaches improve learning by an additional 5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p>All children targeted make at least expected progress and the gap between PP and non pp is narrowing.</p>	<p>Termly data analysis to ensure percentage of children at ARE is increasing and gap is narrowing.</p>	<p>Cost</p>	<p>Cost</p>	<p>Cost</p>
				<p>18% £41,422</p>	<p>%</p>	<p>%</p>

<b>Barrier C</b>						
2 Prior to 2020 KS2 outcomes have a downward trend for maths, writing, GPS and reading. Attainment remains below national attainment for RWM and GPS	<p>Booster classes to take place in order to continue to narrow the gap in Year 6. Additional support to Y6 pupil premium children in reading, writing maths and SPAG. From September 2020, 2 x 1 hour per week ( ) x 6 teachers (average UPS).</p> <p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</a></p>	All children targeted make at least expected progress and the gap between PP and non pp is narrowing.	Termly data analysis to ensure percentage of children at ARE is increasing and gap is narrowing.	Cost	Cost	Cost
<b>Barrier C</b>				3%	%	%
				£8,521		
3 CPD to ensure effective deployment and quality interaction with support staff and disadvantaged pupils. Use of support staff 1.5 hour per TA for 18 weeks (£11.52 per hour for TA / EYP)	<p>Year 1- CPD around whole school approach to T&amp;L, implementation of new policies and practise.</p> <p>Year 2- CPD specific to actions on school improvement plan.</p> <p>Year 3- CPD specific to actions on school improvement plan.</p> <p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></p>	All teaching to be good or better. Vast majority of pupils makes expected progress of better	<p>Monitoring of quality of teaching and learning to ensure consistent high standards.</p> <p>Termly data analysis to look at impact and increase at ARE/GD.</p>	Cost	Cost	Cost
<b>Barrier C</b>				3%	%	%
				£8397		
<b>Wider Strategies</b>						

<p>1 Many of our disadvantaged pupils have social, emotional needs which is a barrier to their learning.</p> <p><b>Barrier B &amp; E</b></p>	<p>Year 1-</p> <p>Learning mentor role to support and identify EHA for families. To support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help social development. To run family parenting sessions to support parenting.</p> <p>Subscription to national college to provide CPD for staff on trauma informed practise to ensure children's emotional wellbeing is supported in the classroom.</p> <p>Year 2-</p> <p>Learning mentor role to support and identify EHA for families. Support for teachers in supporting these vulnerable pupils in class. To run family parenting sessions to support parenting.</p> <p>Year 3-</p> <p>Learning mentor role to support and identify EHA for families. To run employment workshops. Enterprise week to provide workshops on employment opportunities.</p> <p>Evidence to suggest that <i>personalised</i> support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p><b>Year 1</b></p> <p>The emotional wellbeing of all children is improved. Children have high aspirations.</p> <p><b>Year 2</b></p> <p>Reduction in number of EHA cases.</p> <p><b>Year 3</b></p> <p>Families have high aspirations for themselves and their children.</p>	<p>SMEH intervention tracker and impact report.</p> <p>Family support impact tracker.</p>	<p>Cost</p> <p>19%</p> <p>£44,891</p>	<p>Cost</p> <p>%</p>	<p>Cost</p> <p>%</p>
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<p>2 Current data indicates that disadvantaged pupils attend just below non PP children, the overall figure is just below National</p> <p><b>Barrier D</b></p>	<p>Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils.</p> <p>Attendance officer to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils and monitoring system for PA. Support work with vulnerable families to support positive attendance.</p> <p>Monthly meetings to be held to monitor attendance and decide on actions to reduce persistent absence.</p> <p>Home visits to take place as required from monthly meeting</p> <p>Targeted support from EWO for families struggling with attendance</p> <p>Magic Breakfast to support reduced number of children arriving late.</p> <p>Attendance rewards- £1500</p>	<p>All disadvantaged children meet school attendance expectations</p> <p>Disadvantaged children are arriving to school on time. Gap between PP and Non attendance is narrowing closing the gap.</p>	<p>Monthly attendance meeting data to tracker impact of actions.</p>	<p>Cost</p> <p>15%</p> <p>£37,459</p>	<p>Cost</p> <p>%</p>	<p>Cost</p> <p>%</p>
<p>3 Many of our pupils come from households with significantly greater than average deprivation. This means that often children have limited experiences</p> <p><b>Barrier B &amp; E</b></p>	<p>In order to create broader curriculum opportunities for disadvantaged pupils the cost for residential experiences is subsidised.</p> <p>Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/resource/teaching-learning-toolkit/social">https://educationendowmentfoundation.org.uk/resource/teaching-learning-toolkit/social</a></p> <p>A wide range of adventure activities are linked with increased academic achievement.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	<p><b>Year 1</b></p> <p>Number of PP children accessing residential is increased</p> <p><b>Year 2</b></p> <p>All pupils take part in the Y6 residential trip.</p>		<p>Cost</p> <p>2%</p> <p>£5,814</p>	<p>Cost</p> <p>%</p>	<p>Cost</p> <p>%</p>

<p>4 A large percentage of disadvantaged children, attending school, attitudes to education are poor and the households in which they live have poor aspirations and employment rates are low.</p> <p><b>Barrier B &amp; E</b></p>	<p>Ensuring parental engagement supports learning at home and regular communication with school is encouraged.</p> <p>Subscription to seesaw to provide a platform to school home learning.</p> <p>SATS parents briefings</p> <p>Regular parent workshops to take place around learning</p> <p>Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</a></p>	<p>Parents will recognise the important of home learning to support the progress and attainment of disadvantaged children.</p>	<p>Parental engagement tracker.</p> <p>Engagement seesaw log</p>			
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